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**Evaluating Assessments**

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**1)**

**S**ome of the key characteristics of authentic assessment are the following: they require the student to actively learn and be involved in a real world task in that content area; they require the student to apply what they learned. They are open-ended, and offer a variety of ways for the student to reach a conclusion. They require divergent and higher order thought. They “provide an opportunity for students to use ideas and methods of inquiry that are central to the subject area” (Gayle!) Authentic assessment assesses the things you required them to learn in your lessons.

An example of authentic assessment in music would be a musical performance, because it gives students an opportunity to apply the musical concepts they have learned in class to a real world musical task, a performance!

2)

Where authentic assessments allow for divergent thinking, traditional tests require information recall (convergent thinking- remembering single or related facts about a subject). Examples of traditional tests are: multiple choice, fill in the blank, short answer. Examples of authentic assessments are role playing, science projects, musical performances, etc.

Traditional tests have one right answer and are removed from teaching and learning, whereas authentic assessments are a culminating part of teaching and learning and may have many possible correct answers and various ways of reaching them.

Traditional tests are for recalling information, and authentic assessments are for actually applying the knowledge and information the students have learned.

3)

I chose an assessment titled “Come to the Fair” for grade 5 music. It is an assessment where students are asked to listen to, compare, and contrast 2 musical compositions in written and/or oral manners. The assessment can be found at the following URL:

<http://www.k12.wa.us/Arts/PerformanceAssessments/default.aspx>

Criteria for authentic assessment and how well this assessment met it all:

1. Active learning in which students construct their own understanding of the topic

---It does this well. The student can reference the music glossary for terms they can talk about in the written comparison of the two pieces.

1. Open-ended task with multiple opportunities to arrive at a conclusion

---Yes, there are many correct answers. As long as students accurately demonstrate their understanding of at least one musical element, tempo term, dynamic element, etc, it is correct.

1. Relation of the assessment to the subject content or process

---Yes! This assessment requires using terms and concepts learned in class, and demonstrating their understanding of them by describing their use in two unknown pieces of music.

1. Student communication of learning through in-depth communication, i.e., orally, in writing, or in a product or performance

---In this particular assessment, communication of learning is shown through written and oral means.

1. Sharing of learning by students with an audience beyond the classroom

---This is not a part of the assessment. In most musical assessments, it would be, but this is an assessment of listening and understanding skills, not performance-based skills.

1. Scoring rubric that provides specific criteria by which the student and/or teacher can evaluate the work.

---The rubric is specific and clear. It is a 4 point scale and describes what each score looks like in terms of written response.

4)

The two types of E-portfolios are portfolios as a reflective workspace (process), and portfolios as a showcase of knowledge (product). The first is used as a tool for formative assessment, and the latter is used as a tool for summative or culminating assessment.

5)

The Process-e-portfolio is created via a series of reflective activities, such as blogging, journaling, etc. It is assessed as the student goes (formatively).

The Product-e-portfolio is created as a product of the formative assessment. It is a showcase of the students’ knowledge gained and is organized thematically.

6)

They are similar in that they are a part of a larger process including the both of them. There is an interaction between the two. The student has to do a series of preliminary learning activities and receive formative feedback regarding their work, and then the student may showcase the work in the Product portfolio, showing it to others for their benefit as well. The product is a product of your reflections on the process!